

## Organizational Psychology Psychology 338

Department of Psychology  
University of Waterloo

**Instructor:** Dr. D. Brown

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**Office:** PAS 4045

**Office Hour:** Friday 1:30-2:30

**Class Meetings:** Thursday 2:30-5:20

**Required Text:** Johns, G., and Saks, A.M. (2011). Organizational Behaviour: Understanding and managing life at work. (8<sup>th</sup> Edition). Scarborough, ON: Prentice Hall.

**Course Website:** <https://learn.uwaterloo.ca>

**Teaching Assistants:** Rachel Morrison, Nea Powell, Sam Hanig, Justin Brienza, Kevin Leung, Vivian Chan, Lindie Liang, Pylin Chuapetcharasopon

### TA Office Hours:

Rachel Morrison —Wed 2:00-3:00 (e-mail: [rjmorris@uwaterloo.ca](mailto:rjmorris@uwaterloo.ca)); Office: PAS 4237

Nea Powell —Mon 2:00-3:00 (e-mail: [npowell@uwaterloo.ca](mailto:npowell@uwaterloo.ca)); Office: PAS 4237

Sam Hanig — Tue 1:00-2:00 (e-mail: [shanig@uwaterloo.ca](mailto:shanig@uwaterloo.ca)); Office: PAS 4239

Justin Brienza -- Thur 11:00-12:00 (e-mail: [jbrienza@uwaterloo.ca](mailto:jbrienza@uwaterloo.ca)); Office: PAS 4229

Kevin Leung —Mon 10:00-11:00 (e-mail: [kevin.leung@uwaterloo.ca](mailto:kevin.leung@uwaterloo.ca)); Office: PAS 4288

Vivian Chan —Wed 9:00-10:00 (e-mail: [vw5chan@uwaterloo.ca](mailto:vw5chan@uwaterloo.ca)); Office: PAS 4235

Lindie Liang –Tue 9:00-10:00 (e-mail: [h23liang@uwaterloo.ca](mailto:h23liang@uwaterloo.ca)); Office: PAS 4238

Pylin Chuapetcharasopon —Tues 3:30-4:30 (e-mail: [pchuapet@uwaterloo.ca](mailto:pchuapet@uwaterloo.ca)); Office: PAS 4231

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**Antireq for 338: (1) Msci 211; (2) Bus 388 at WLU; (3) Bus 288 at WLU starting in the Fall of 2004; SCBUS 225**

### Course Objectives

This course will introduce you to the major theories and practices in the field of Organizational Behaviour. The primary emphasis in this course is on the psychological processes that influence the workplace environment, the nature of work, and the behaviour of workers.

### Course Requirements (Details of each component are provided below)

<u>Requirement</u>	<u>Date</u>	<u>Value</u>
Midterm Exam #1	May 24 <sup>th</sup>	25%
Midterm Exam #2	June 14 <sup>th</sup>	25%
Midterm Exam #3	July 5 <sup>th</sup>	25%
Midterm Exam #4	July 19 <sup>th</sup>	25%
TOTAL		100%

### Examinations (100%)

The exams will consist of 40-50 multiple-choice questions. Questions will come from the textbook and lectures. Midterm exams will be held during the first half of class time on each of the scheduled days (2:30 – 3:45). Each midterm will contain only that material that was covered since the previous exam (i.e., **non-cumulative**).

## In Class Exercises

Throughout the semester we will complete in class exercises. On three occasions, predetermined by the instructor, students will be asked to hand in their work. Each in class exercise will be worth 1 bonus point towards your exam. If you hand in a **completed exercise**, you will receive full credit.

## Research Experience Marks (4%) Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

### Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

#### Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study

- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation is worth 0.5 participation credits (grade percentage points) for each half-hour of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

Study scheduling, participation and grade assignment is managed using the [SONA](#) online system. All students enrolled in this course have been set up with a SONA account. It is VERY IMPORTANT that you get an early start on your studies. For detailed instructions on [when and how access your SONA account](#) and for a list of [important dates and deadlines](#) please, as soon as possible, click on:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

*\*\*\* Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.\*\*\**

More information about the REG program is available at:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/>

## **Option 2: Article Review as an alternative to participation in research**

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the last lecture. Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

**TENTATIVE COURSE SCHEDULE**

Days	Topic	Readings
May 3	Introduction to Organizational psychology	Chapter 1 and Appendix (P. 565-578)
May 10	Personality and Learning	Chapter 2
May 17	Perception	Chapter 3
<b>May 24</b>	<b>Midterm # 1 Chapters 1, 2, 3, &amp; Appendix (P. 565-578)</b>	
May 24, May 31	Motivation	Chapters 5 & 6
June 7	Leadership, Power, and Influence	Chapters 9 & 12
<b>June 14</b>	<b>Midterm # 2 Chapters 5, 6, 9, 12</b>	
June 14	Decision Making	Chapter 11
June 21	Attitudes	Chapter 4
June 28	Negotiation/conflict/Stress	Chapter 13
<b>July 5</b>	<b>Midterm # 3 Chapters 11, 4, &amp; 13</b>	
July 5	Communication: Guest Lecture Wendi Adair	Chapter 8 and 10
July 12	Groups and Teams	Chapter 7 and 14
<b>July 19</b>	<b>Midterm #4 Chapters 8, 10, 7, &amp; 14</b>	

**Complaints, Academic Integrity, Academic Offences****The Official Version of the Course Outline**

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on UW-ACE, the outline on UW-ACE will be deemed the official version. Outlines on UW-ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

**Accommodations for Students with Disabilities**

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

**Concerns About the Course or Instructor (Informal Stage)**

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs ([Colin Ellard](#) until June 30, 2012 and then [Myra Fernandes](#) from July 1, 2012 through June 30, 2014) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Colin Ellard  
Email: [cellard@uwaterloo.ca](mailto:cellard@uwaterloo.ca)  
Ph 519-888- 4567 ext 36852

Myra Fernandes  
Email: [mafernan@uwaterloo.ca](mailto:mafernan@uwaterloo.ca)  
Ph 519-888-4567 ext 32142

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

### **Academic Integrity, Academic Offenses, Grievance, and Appeals**

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check <http://www.uwaterloo.ca/academicintegrity/> for more informaton.]

Discipline: A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71](#) - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70](#) - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72](#) - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

**Academic Integrity website (Arts):**  
[http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (UW):** <http://uwaterloo.ca/academicintegrity/>

## Accommodation for Course Requirements

**Students who are requesting accommodation for course requirements** (*assignments, midterm tests, final exams, etc.*) **due to illness** should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form:  
[http://www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html)
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

**In the case of bereavement**, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.